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CITY-SCHOOLS PROJECT FOR WORK AMONG SPANISH-NAMED PEOPLE OF DENVER. EVALUATION REPORT.

COMMITTEE ON EVALUATION OF THE CITY-SCHOOLS PROJ.

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THIS REPORT IS AN EVALUATION OF A SCHOOL-COMMUNITY PROJECT ESTABLISHED IN 1953 (1) TO GUIDE THE SPANISH-NAMED POPULATION IN DENVER IN DEVELOPING SELF-HELP AND COMMUNAL ORGANIZATIONS AND TO SERVE AS A CONSULTANT TO CITY AND SCHOOL PERSONNEL IN PROMOTING INTERCULTURAL UNDERSTANDING AND COOPERATION. DATA WERE GATHERED BY OPINIONNAIRES, QUESTIONNAIRES, AND INTERVIEWS WITH SCHOOL PERSONNEL. FINDINGS ARE COMPARED WITH THOSE OF A PREVIOUS STUDY. IT IS FELT THAT DEFINITE PROGRESS WAS MADE TOWARD ACHIEVING THE PROJECT'S OBJECTIVES AND THAT GAINS IN EDUCATION, HOUSING, EMPLOYMENT, AND COMMUNITY RESPONSIBILITY WERE MADE BY THE GROUP. SCHOOL HOLDING POWER AND AVERAGE DAILY ATTENDANCE INCREASED. THIS SUCCESS IS ATTRIBUTED IN LARGE MEASURE TO THE EFFORTS OF THE HUMAN RELATIONS CONSULTANT EMPLOYED IN THE PROJECT. HOWEVER, ALTHOUGH THERE WAS IMPROVEMENT IN SOCIAL STATUS THERE STILL EXISTED AN OVERREPRESENTATION OF SPANISH-NAMED PEOPLE AMONG JUVENILE AND ADULT OFFENDERS, ON WELFARE ROLLS, AND IN PUBLIC HOUSING. IT IS RECOMMENDED THAT THE PROGRAM BE CONTINUED UNDER THE LEADERSHIP OF A REPRESENTATIVE STEERING COMMITTEE. (NH)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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EVALUATION REPORT

CITY-SCHOOLS PROJECT

for

WORK AMONG SPANISH-NAMED PEOPLE

of

DENVER Public

September, 1957

UD 001 207

INFORMATION REGIONAL CENTER ON THE DISADVANTAGED
Ferkauf Graduate School of Education, Yeshiva University

September 30, 1957

Honorable Will F. Nicholson, Mayor of Denver

Dr. Kenneth E. Oberholtzer, Superintendent of Schools

Gentlemen:

We are transmitting for your consideration the Evaluation Report of the Joint City-Schools Project for Work Among Spanish-Named People of Denver. This report was prepared by a committee of members of the Commission on Human Relations, representatives of the Public Schools and of the Spanish community.

The committee feels that satisfactory progress is being made and recommends the continuation of the project. It is aware that this project is only one effort to solve one portion of the total problem relating to a minority group of approximately 40,000 persons in Denver.

Respectfully submitted,

Jack Boyd

Jack Boyd
Co-chairman for the Public Schools

Helen L. Burke

Helen L. Burke
Co-chairman for the Commission
on Human Relations

OUTLINE OF REPORT

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REPORT OF EVALUATION COMMITTEE - 1957

INTRODUCTORY STATEMENT

At the request of the Superintendent of Schools and the Commission on Human Relations, an evaluation of the City-Schools Project for work among the Spanish-named people was undertaken for budgeting purposes and for further direction of the project. A joint committee from the schools, the Commission on Human Relations, and the Spanish-speaking community was set up to undertake the evaluation. The over-all approach set by the Committee on Evaluation was to record changes in the social status of the Spanish-named[1] people in Denver since 1953, and to discover ways in which the project and other factors have contributed to such changes. It must be kept in mind the project itself is only one effort to solve one portion of the total problem relating to a minority group of approximately 40,000 in the city of Denver. A major limitation of this evaluation lies in the fact that much pertinent information is not available or is not known, and that many varied factors enter into the situation, some of which are imponderable, personal qualities which escape a ready-made tape measure.

I. The City-Schools Project: Its History and Purpose

The need for a community effort to help the Spanish-named people have a larger share in the life of the community of Denver, both its benefits and its responsibilities, was pointed out in 1949 when the Denver Area Welfare Council[2] undertook a study of the Spanish-named people in Denver with a view to determing major problems and making recommendations for their solution. The study revealed that the Spanish-named people comprised Denver's largest minority group and was also the one with the lowest level of employment, housing, and income. Although comprising one-tenth of the city's population, Spanish-named persons made up one-fourth of the city's social service case load. Drop-outs from school, lack of Spanish leadership in the Spanish-speaking community, and problems due "to incomplete assimilation into the competitive city life" were listed as principal causes. The City-Schools Project was set up in 1953 with objectives aimed specifically at these problems:

> Objective 1. "To guide and help families through organizations and informal groups to do more to solve their own problems."
>
> a. Through helping them learn about the work of existing agencies.
>
> b. Through assisting them in joining existing organizations or to develop effective ones of their own that will provide opportunity for families to work together on common problems.

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[1] The term "Spanish-named" in this report is used to designate the minority group frequently referred to as Spanish-American, Spanish-speaking, etc. "Spanish-named" is the classification given this cultural group in the 1950 United States census.

[2] "The Spanish-American Population of Denver", a study conducted by the Denver Area Welfare Council, Inc., July, 1950.

Objective 2. "To serve as consultant to the city and school personnel to increase understanding of cultural and social factors involved in the communities concerned with the project and to increase skills in inter-group cooperation."

To aid in the realization of these objectives, Mr. Lino Lopez[3] was employed as a Consultant in Human Relations and given the specific tasks of:

1. Demonstrating techniques of securing increased participation by Spanish-named citizens in community activities.

2. Improving the understanding by the rest of the community of cultural factors which affect the integration of the Spanish-named population into the community.

Authorization and financial support for the project was granted in the fall of 1953 by Mayor Quigg Newton, and continued by Mayor Nicholson for the City, and Dr. Kenneth Oberholtzer for the Schools. It was renewed on a six months' basis until 1955. Since that time, the City and the Denver Public Schools have included funds for the project as a continuing part of their annual budgets. The last evaluation made in 1954 indicated that the project had demonstrated such significant value that it should be continued, and that the consultant in human relations should be commended for his "skill, resourcefulness, and good judgment in working toward the objectives."

Shortly after the city and public schools had embarked upon their joint program, a series of articles by Robert Perkin, newspaper reporter, appeared in the Rocky Mountain News (January-February 1954) based on interviews with official and private agencies regarding the social status of the Spanish-named people in the community. These articles, which pinpointed many of the problems, statistically, will be used as a basis for comparison in the total evaluation.

II. Methods Used in This Evaluation of the Project

To present a composite picture of changes in the social status of Spanish-named people as a result of the project and other factors, several different methods of gathering evidence have been used by the evaluating committee:

A. A review was made of reports and minutes of the Steering Committee set up to guide the project. Particular attention was paid to involvement of people, both Spanish-named and Anglo[4], and to specific activities related to carrying out the major objectives of the project.

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[3]Mr. Lopez brought to the project a broad experience of community organization work among Spanish-named people. See Appendix A for biographical data.

[4]The term "Anglo" is one commonly used in the Southwest to refer to the numerically dominant, natively English-speaking population whose culture is, with minor regional variations, that of the United States as a whole.

A D N 17. There are more job opportunities for Spanish-speaking workers.

A D N 18. A higher proportion of Spanish-speaking people are finding and filling skilled jobs.

A D N 19. A higher proportion of Spanish-speaking people are finding and filling clerical and office jobs.

A D N 20. Spanish-speaking people are generally finding it easier to find jobs for which they are qualified.

A D N 21. There are proportionately fewer Spanish-speaking families on the welfare rolls.

A D N 22. Proportionately fewer Spanish-speaking adults are being apprehended for criminal activities.

A D N 23. Proportionately fewer Spanish-speaking youngsters are being sent to correctional homes.

A D N 24. Relations between the Spanish-speaking community and the law enforcement agencies are improving.

A D N 25. There is an increasing tendency on the part of Spanish-speaking adults to accept responsibility and carry through.

A D N 26. There are more organizations for Spanish-speaking people than there were.

A D N 27. Spanish-speaking people are participating more actively in organized activities than they did.

A D N 28. There is greater interest in civic affairs among the Spanish-speaking than before.

A D N 29. Spanish-speaking people in the community are assuming more leadership responsibility.

What, in your opinion, has been the most important change or trend in the Spanish-speaking community in the past three years?

To what do you attribute this change?

What do you anticipate for the Spanish-speaking community in the next three to five years?

_____
Signature

May 16, 1957

B. Questionnaires and opinionaires were prepared with the help of Dr. Julian Samora and Dr. Lyle Saunders of the University of Colorado and were sent to Spanish organizations and their individual board members, to city departments directly concerned, i.e., housing, welfare, police, health and hospitals, and recreation; to community centers involved in the project, the Juvenile Court, Denver Area Welfare Council, and to some individuals in the Spanish-speaking community who were not connected with the organizations.

C. A series of interviews with principals and teachers in the public schools affected by the project were conducted by committee members.

D. Comparison with some of the statistical findings of the Rocky Mountain News articles by Robert Perkin (January-February 1954) was made.

III. Reports of General Findings

A. Summary of the Reports and Minutes of the Steering Committee of the City-Schools Project[5]

The Steering Committee, composed of representatives from the Public Schools, City Departments of Health and Hospitals, Welfare, Police, Housing, Recreation, and Human Relations, held its first meeting in September, 1953. Since that time, the Committee has held nine meetings a year with an average attendance of seventeen persons. Sixty-six different individuals have been members of the Steering Committee.

Aside from assisting in the direction of the project, the Committee undertook responsibility for planning and implementing workshops on Cultural Relations held in 1955, 1956, and 1957. Five hundred forty-one people registered in these workshops sponsored by the City-Schools Project. The programs were planned to improve understanding by the public of cultural factors affecting the integration of Spanish-named people into a community. It is conservatively estimated that more than 400 different people were involved in the three workshops. It was felt by Committee members that most of the facets of the community were reached effectively, with the exception of labor unions and employers. Following is a breakdown of attendance, by organization, for 1956 and 1957.

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5 All reports and minutes referred to are on file in the Commission on Human Relations Office.

128	representing	12 City Departments
104	"	Denver Public Schools
4	"	Labor Unions
19	"	8 Community Centers
19	"	2 Universities
20	"	6 Hospitals and Clinics
19	"	5 Family and Children's Agencies
12	"	9 Churches and Religious Organizations
20	"	8 Community Agencies
26	"	12 Miscellaneous groups
6	"	4 State Agencies
2	"	2 International Agencies
12	individuals	
391		

Review of the activities of the Steering Committee indicates that an increasing number of persons in the community are becoming informed about community problems involving Spanish-named persons.

B. Summary of Work of Human Relations Consultant

Analysis of the minutes and reports provides a basis for evaluating the work of the Human Relations Consultant in carrying out the objectives of the project. One should be aware of the techniques used by the consultant and of his skills in human relations, which result in an increased understanding between Spanish-named groups and other groups. The techniques are those used by a group worker, whose role is that of a "helping person". These techniques include group decision through democratic processes, and the involvement of individuals at many levels to increase experience and responsibility. Program planning recognizes such factors as age of group members, cultural background, economic differences and voluntary choice of participation. It also provides for flexibility and variety of needs and interests for maximum participation. Program planning moves from simple to more complex experiences. Group movement comes initially at the "personal", then to the "social", and ultimately to the "community" level. The counselor worked not only as a leader, but also as a member of many groups, always at the level at which these groups could function best.

The consultant was the motivating factor in the following specific endeavors taken to meet the objectives listed earlier in this study:

Objective 1. "To guide and help families through organizations and informal groups to do more to solve their own problems."

a. Through helping them learn about the work of existing agencies.

The consultant acquainted the Spanish-speaking community, through individual conferences and by talks before groups, with the function of schools and city government departments.

b. Through assisting them in joining existing organizations.

1. Latin-American Educational Foundation

This organization has made the greatest growth of any of the groups involved and has the greatest potential for help in education. Mr. Lopez has served as executive secretary. The number of volunteers has grown from 70 in 1953 to 254 in 1956. In 1956, 31 students received a total of $8,500. The Foundation has proved to be an excellent device for the involvement of people in a cooperative enterprise, and has encouraged higher education among the Spanish-named youth.

2. Fairfield Civic Improvement Association

This organization functions in the area of Fairview-Garfield Schools where there are three public housing projects and Rido Community Center. Mr. Lopez has helped to promote and encourage participation in Opportunity School classes at Fairview School, helped involve many Spanish-named persons in the Annual Fiesta de Las Flores, and assisted in planning committee activities which give citizens in the district insight into city department services.

He assisted raising over $5,000 through the activities of the Fiesta sponsored by the Fairfield Civic Association. These funds are to be used for a new nursery school.

3. Epworth Community Center

He recruited members for the advisory committee and encouraged attendance by the Spanish-speaking community in the activities of the Center.

c. Through developing effective organizations of their own that provide opportunity for families to work together on common problems.

The consultant participated in organizing the following groups, outlining their programs, developing their leadership, and bringing to the groups awareness of the problems to be solved within the Spanish-speaking community:

1. League of United Latin-American Citizens
2. Parents Club in South Denver
3. Latin-American Cultural Club
4. American G. I. Forum
5. Latin-American Conference (now a Federation of state groups)
6. Globeville Civic Association
7. Curtis Park Civic Association
8. Stapleton Homes Project
9. Denver General Hospital Spanish-speaking volunteers

Consultative services were given through membership in such regional groups as L.U.L.A.C., American G.I. Forum, Alianza Hispano-Americana of Arizona, Colorado Federation of Latin-American Groups, and the Bishop's Committee for Spanish-speaking people. Speaking engagements were accepted before regional meetings of these groups and the Utah State Conference of Social Work.

Objective 2. "To serve as consultant to school and city personnel to increase understanding of cultural and social factors involved in communities concerned with the project and to increase skills in intergroup cooperation."

a. The consultant has talked with the faculties of eighteen public and parochial schools which the large majority of Spanish-named children attend. He placed emphasis on interpretation of behavior in terms of cultural patterns at home and at school.

b. He has held hundreds of conferences with teachers, principals, social workers, nurses, and individuals on specific problems involving cultural differences.

c. He has addressed the Denver Classroom Teachers' Association on implications of cultural differences.

d. He had held group meetings or individual conferences with staff members of the city departments of Police, Juvenile Bureau, Welfare, Housing, Water Board, Health and Hospitals, Parks and Recreation, the latter including some seven different Community Centers.

e. He has assisted in the organization of workshops on Human Relations at the University of Denver and at Regis College, and has served in the three Cultural Relations Workshops sponsored by the Denver Public Schools and the Commission on Human Relations.

The following statistical summary provides a concrete picture of Human Relation Consultant's activity in the community:

Spoke to audiences numbering	13,126
Radio and Television broadcasts	24
Individual conferences	609
News Articles	107
Pamphlets and literature distributed	67,390

In addition to the above activities, the consultant, through his membership on the Board of Directors of organizations such as the Colorado Tuberculosis Association, Colorado Conference on Social Welfare Council, Adult Education Council, and others, has been in a position to acquaint many people with the objectives of the project and to secure interest and cooperation in furthering its objectives.

No attempt has been made to list all of the organizations involved nor all of the consultant's activities, but rather to indicate the general areas and methods used to further the objectives of the City-Schools Project. The preceding report indicates that the consultant has involved increasingly large numbers of Spanish-named persons in community projects and that thousands of persons in the community have been exposed to information about the life and culture of the Spanish-named people of Denver and their implications for behavior.

C. Summary from Opinoinaires and Questionnaires

The impact of the project on the community has been evaluated by means of questionnaires and opinoinaires distributed as follows:

Replies from opinionaires[6] and questionnaires[7] drawn up by Dr. Lyle Saunders and Dr. Julian Samora and sent to a sampling of social agencies, city departments, Spanish groups, community centers, and the Steering Committee of the City-Schools Project provide, on the one hand, a reflection of attitude, and, on the other, factual data from which an assessment of the total project may be drawn. That there is general knowledge of and satisfaction with the work undertaken by the project is clear. The broad-based effective services of the consultant were indicated as being largely responsible for the feeling of satisfaction. The fact that respondents made suggestions for next steps in the work indicates an interest and participation which, in themselves, were primary objectives of the study.

The following are specific outcomes and generalizations drawn from the data:

Opinionaires

Of the 98 opinionaires sent out, 61, or 62% were returned by the following groups:

Social Agencies	4	out of	4
City Departments	6	out of	6
Spanish groups (8) individuals)	27	out of	46
Community Centers	6	out of	20
Steering Committee	18	out of	22
	61		98

[6] Opinionaires - see Appendix Page B

[7] Questionnaires- see Appendix Page C

Opinionaires, as the name implies, record a reflection of attitude. The person answering had a choice of agreeing, disagreeing, or having no opinion about the question asked. The fact that the questions were asked affirmatively might, to some degree, account for the much higher proportion of those agreeing than those disagreeing. Out of 29 questions, 973 were answered "agree", 232 "disagree", and 397 "no opinion".

There was strong agreement among the respondents that progress has been made by the Spanish community in the fields of education, housing, employment, and community responsibility. By strongagreement is meant 39 or more positive answers out of a possible 61.

In general, these answers reflected:

1. That a higher proportion of Spanish-named children are continuing into junior and senior high school; that children attendance is more regular, and that young people are taking more advantage of business and trade education.

2. That there are more opportunities for good housing for Spanish-named people, that they are buying more houses, and that the quality of their housing has improved.

3. That a higher proportion of Spanish-named persons are finding and filling skilled jobs.

4. That there is an increasing tendency on the part of Spanish-named persons to assume leadership and to accept responsibility in civic affairs.

Areas of general agreement (28-30 out of a possible 61) indicated that family incomes have improved, that there is less self-segregation in housing, that jobs are easier to find, and that relations with law enforcement officers are improving.

Questions on which there was notable disagreement related, in general, to a decrease of Spanish-named persons on welfare rolls, in courts oflaw, in clinics and hospitals, and in crowded living conditions. The highest rate of disagreement on any one question was 16 as compared with 38 agrees. There were only 6 questions out of 29 in which any notable disagreement occurred, indicating positive progress in most of the areas under question.

A further observation of interest is that answers from the Spanish-groups conformed with the general pattern of opinion on questions answered by all groups.

Questionnaires

Out of 48 questionnaires, 27 were returned by the following groups:

Community Centers	4 out of 20
Social Agencies	2 out of 2
Spanish Groups	21 out of 26

The following are generalizations drawn from the questionnaires:

1. The high percentage of questionnaires returned from the Spanish groups is a significant index of interest and cooperation with the evaluation and one evidence of achievement toward goals of the project.

2. The activities of the City-Schools Project were familiar to all respondents, suggesting, therefore, that publicity of it has now reached all sections. Some had knowledge of the project since its beginning in 1953; others had known about it only during the past year.

3. Opportunities for participation in the project were widespread. All groups or individuals replying said they had participated in some measure. Discussions, consultant service, information, program planning, leadership and leadership education, were the areas of participation indicated.

4. An available Spanish-speaking consultant opens the way for much security building among Spanish families, and motivates people to strive to improve themselves. All of the respondents from the Spanish group indicated that they had used the services of Mr. Lopez.

5. An able interpreter of Spanish culture has proved important in making more effective the work among Spanish-named by Anglos in schools, agencies, and organizations.

6. The establishing and continuing support of organizations among the Spanish is seen by themselves as a major contribution of the consultant.

7. The existence of a project, such as this, has been used as proof of Anglo concern and helps build morale among Spanish-named persons.

8. The consultant was used most frequently in his consulting capacity or as a speaker.

9. All but one respondent felt satisfied about the program undertaken by the project.

10. The Anglos would like to see more emphasis on the development of new organizations and more work directly with families, while the Spanish prefer more extensive development of existing organizations and more direct family contact.

In general, both opinionaires and questionnaires indicate achievement of goals outlined in the project; progress by the Spanish community in many areas, and a relation between this progress and the work of the project.

D. Report of Interviews with Public School Personnel

Conclusive evidence is lacking that indicates that project activities in themselves have been successful or unsuccessful in achieving project objectives on a wide scale in public school programs. Progress has been made toward the objectives, but many aspects of the school program itself also touch directly on these objectives.

There has been increased participation in school affairs by Spanish parents. Numerically, the increase has been small and principals report that solution of several problems related to Spanish children will require much more cooperation from their parents.

Very few Spanish parents visit school on their own initiative. The problem of securing excuses for absences continues to make it difficult to check on reasons for absences and to determine when such absences are truancies.

Teachers would like to discuss children's problems directly with parents and also show to them the fine work that many perform. Inability to do this often is a factor in pupils' failure to achieve up to their ability level.

Schools report a happy willingness on the part of P.-T.A. membership to select Spanish parents as officers or committee chairmen.

Attendance at School: During the first two years of the project there was a greater increase in average daily attendance in schools with heavy Spanish membership than was noted in other schools, although the attendance rate in Spanish communities still was less than in other communities.

The problem of non-attendance in the schools with a heavy Spanish population is greater than in other schools. In addition to the usual attempts of the schools to solve the problem, an approach must be made to the community as well as to the homes.

No separate statistics are kept for Spanish children, but the following schools with large Spanish membership had attendance rates as indicated for 1956-57:

The city-wide attendance rate for elementary schools was 91.9%, for junior high schools 92%, and for senior high schools 92.5%.

Approximate Percent of Spanish Membership	School	Attendance Rate 1956-1957
56	Gilpin	88.5
39	Mitchell	89
65	24th Street	88.6
51	Wyatt	89.7
43	Elmwood	87
76	Fairview	86
89	Garfield	92
64	Greenlee	88.7
54	Garden Place	87

Baker	85
Cole	86.6
Manual	90.3
West	90.2

A spot check over several weeks in one junior high school showed that whereas Spanish children comprised approximately 36% of the school enrollment, they accounted for approximately 60% of the absences from the entire school.

Every school recognizes its responsibility for carrying on its program, both curriculum and extra-curricular activities, to challenge the interst of pupils; but it also is apparent that parent and community cooperation is essential for better attendance citizenship, and academic achievement.

School Personnel: It is in the area of the development of increased understanding by school personnel of the cultural factors that are involved in the adjustment of Spanish children and adults to the public school situation that the Project has beenmost greatly appreciated. From every school came requests for more time for the consultant to work with faculties. It was stated that his availability should be made known more clearly.

The three workshops have been attended by approximately 150 different school professional staff members with helpful results. Talks with teachers by the project consultant in regular faculty meetings, individual and small group conferences on specific problems and work directly with some pupil groups have started many teachers to give increased attention to their planning for children who have a different cultural background,

In one school, the consultant began an active program at mid-year, 1956-57. Following one semester, the principal reported enthusiastically that the results were good and expressed the wish that the Project program might be continued in his school. There had been insufficient time toexpect a measurable change in attendance of children and adults, but in terms of community interest, faculty understanding, and the reaction of children, Spanish, Anglo and Negro, to the presence of a professional Spanish person, the principal expressed firm conviction that he was being assisted by the project consultant.

From another school in which the principal and his staff have long been active on the problems of the Spanish children and community came the statement that they cannot see exactly what the consultant does nor how he does it, but they know that the school and community situation is better because he has worked there.

Comparison of Present Status of Spanish-named People with Data Presented in the Perkin Report of 1954.

There has been improvement in the social status of the Spanish-named group in some areas, according to information secured from

public and private social agencies. The period from 1953 to 1957 has been too short to indicate a trend. Observations from administrators contain optimistic views, however.

A very detailed study of the Spanish problem in Denver was made by Robert Perkin, reporter for "The Rocky Mountain News", in January, 1954. His research was primarily through statistical reports and interviews with administrators of public and private social agencies. For this report, many of these same agencies were asked to comment on any changes they have observed in the social status of the Spanish-named people in the community during the period since 1953.

Exact figures on cases involving Spanish-named youth from the Juvenile Court in 1957 are not available, but an encouraging trend was pointed up by Judge Philip B. Gilliam when he reported a recent 34-day survey of children in Juvenile Hall. Commenting upon this study, the Judge said, "A survey conducted by us in Juvenile Hall population shows that over a recent period of 34 days, 28 percent of the children have Spanish-American names. This represents a drop of approximately 20 percent over the percentage of such names in the last few years."

The Juvenile Bureau of the Police Department reports that the percentage of Spanish-named juveniles handled by the Bureau was reduced from 49.7% in 1953 to 40.8% in 1956. Approximately 28.5% of the total arrests of adults in 1956 were Spanish-named.

In 1953, nearly 52% of the cases of Aid to Dependent Children administered by the Welfare Department were Spanish-named. Now the figure is about 50%. In both 1953 and 1957, about 30% of admissions to Denver General Hospital were from the Spanish-named group. A random sample of Visiting-Nurse Association cases made by the Social Service Exchange in 1955-56 indicated that 34% were Spanish names.

There has been an increase of 2% in the percentage of Spanish-named families in Public Housing between 1954 and 1956. As of August 31, 1957, there were 1176 of these families in public housing in a total of 3250 units.

The number of boys in the State Industrial School for Boys who have Spanish names has remained about the same. It has been around 60% for both years studied.

In the Perkin study it was found that the Denver Public Schools dropped the practice of keeping records by ethnic groups in 1948, so there was no knowledge in 1954 of how many Spanish-named pupils the schools had, or the proportion of drop-outs. The Denver Area Welfare Council made a detailed study in 1949-50 of drop-outs in West, Cathedral and St. Joseph High Schools, all with relatively high Spanish-named enrollment. It found that over a 4-year period more than 90% of all the Spanish-named pupils dropped out of classes without completing their schooling.

No comparable information could be secured to compare drop-outs in school, but the Reverend William H. Jones, Archdiocesan Superintendent of Catholic parochial schools, states, "Spanish-named people are being afforded more opportunities each year, and, seemingly, they are taking advantage of them in large numbers."

Neither public schools nor parochial schools now designate race on records.

The following table was prepared from graduating programs of public and Catholic parochial schools. The Catholic high schools' program did not contain honors awarded.

INFORMATION ON SPANISH-NAMED GRADUATES OF DENVER PUBLIC AND CATHOLIC PAROCHIAL HIGH SCHOOLS

August, 1956

School	1956			1954			1952			1950			1948		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
East	731	2	0	718	2	1	645	3	2	638	2	0	768	0	0
Manual	284	66	3	216	44	4	206	37	3	230	37	2	247	26	1
North	510	17	0	484	16	2	442	14	0	584	15	0	572	11	0
South	768	6	1	669	6	1	634	4	1	662	6	0	681	7	1
West	374	44	8	343	26	8	273	31	7	358	28	4	336	32	3
TOTALS	2667	135	12	2424	94	16	2200	89	12	2517	88	6	2599	76	5
Parochial Schools	544	46	-*-	499	48	-*-	507	39	-*-	471	25	-*-	459	18	-*-
GRAND TOTALS	3211	181	12	2923	142	16	2707	128	12	2988	113	6	3058	94	5

Code:

1 - Total Number of Graduates
2 - Spanish-named Graduates
3 - Number of Honors Awarded to Spanish-Surname Graduates

*Honors for Catholic School graduates not on source of information

IV. SUMMARY

1. Evidence drawn from the evaluation shows that definite progress has been made toward the objectives outlined in the City-Schools Project.

2. The Spanish-speaking community has made progress in the areas of education, housing, employment and community responsibility.

3. Replies to opinionaires and questionnaires confirm the relation between this progress and the work of the City-Schools Project.

4. The success of the project is due, in a large measure, to the sustained and effective efforts of the Human Relations Consultant.

5. Although there is some improvement since 1953 in social status of Spanish-named persons, there still exists an unusually large percentage (as compared with the total population) among juvenile and adult offenders reported by police, on ADC rolls, and in public housing.

6. An increase in the average daily attendance in school is apparent. More Spanish-named children are graduating from junior and senior high schools.

7. The Steering Committee reports and minutes indicate that an increasing number of persons in the community are being informed about community problems involving Spanish-named persons.

8. The problems of Denver, related to the presence of approximately 40,000 Spanish-named citizens, are many and complex. Other social and community agencies will need to be enlisted or created to assist in total community planning for the Spanish-speaking community.

V. RECOMMENDATIONS

1. That the city administration and the schools continue the present cooperative relationship in sponsoring and financing the Joint City-Schools Project.

2. That the Commission on Human Relations, through its director, and the Board of Education, through its designated representative, continue the present cooperative responsibility for the administration and direction of the Joint City-School Project.

3. That the committee (to be known hereafter as an Advisory Committee) which has served to advise the Project since its beginning be continued as a means of communication and assistance in the operation of the Joint City-Schools Project. The committee should be composed of representatives of the six city departments: Welfare, Health, Recreation, Public Housing, Police, Juvenile Court, representatives from the schools with large concentration of Spanish-named pupils, representatives of the Denver Area Welfare Council and Spanish-named persons of the community.

4. That a Steering Committee composed of two members of the Commission on Human Relations, the Director of the Commission, the person or persons designated by the Superintendent of Schools, and two members selected from the Advisory Committee be set up to plan with the consultant in carrying out the objectives of the Joint City-Schools Project.

Recommendations to the Steering Committee

1. That the work of the project as it relates to schools be concentrated during the school year 1957-58 in three school areas, Garden Place, Gilpin and Baker, with services available to other schools on a request basis if time permits. In the three named school areas, specific program objectives and plans would be prepared by the principal, the project consultant, and others invited by the principal.

2. That city departments be offered the services of the consultant early in the year for specific help in their programs as they relate to Spanish-named people. In the utilization of time, preference should be given to programs that are closely related to the project.

3. That the work of the project as related to Spanish-named groups in the community continue as in the past, with a shift of responsibility, whenever possible, from the consultant to members of the groups.

4. That social and community agencies be requested to place more emphasis on work with Spanish-named families. The recruitment of social workers and teachers of Spanish ancestry,

serving as an auxiliary unit to the Steering Committee, would make more counselors available for families having language and cultural difficulties.

5. That ways be devised to inform interested people and organizations of the progress of the Project.

6. That the Steering Committee study the possibility of involving management and labor when considering employment problems of the Spanish-speaking community.

7. That the raw material collected in this evaluation might be made available to a university or research agency, purposes of which would be approved by the Steering Committee for further study in the areas indicated.

Respectfully submitted:

Fletcher Swan,
Co-Chairman for Commission on Human Relations

Mary Neel Smith,
Co-Chairman for Public Schools

Bert Gallegos
Mildred Biddick
Charles Tafoya
Jack Boyd
Helen Burke

Members

APPENDIX A

Mr. Lopez worked with the Illinois Institute of Juvenile Research, as a community organizer; with the Illinois State Department of Public Welfare in a delinquency prevention program; with the Juvenile Department of the Bexar County in San Antonio; with the Bishop's Committee for Spanish speaking in Chicago and the Southwest; as program director for the Puerto Rican community; with the Pueblo Catholic Youth Center as director for a community settlement project. While in Pueblo, he helped to organize the Colorado Federation of Latin-American groups.

He organized the American G. I. Forum in Colorado, and served as regional governor for the League of United Latin American Citizens.

APPENDIX B

JOINT CITY-SCHOOL PROJECT

The following statements are concerned with changes that may or may not have taken place in the Spanish-speaking community of Denver in the past three years. Please indicate by encircling or underlining the appropriate symbol whether you Agree with (A), Disagree with (D), or have No Opinion about (N) each statement. It is not assumed, of course, that any change, either favorable or unfavorable, is wholly or even largely due to the efforts of the Project. But it will be helpful, in assessing the Project, to have some idea of the type and direction of changes leaders of the Spanish-speaking community think have occurred. Remember that all statements refer to what may have happened in the Spanish-speaking community in Denver during the past three years.

A D N 1. Spanish-speaking children are attending school more regularly.

A D N 2. A higher proportion of Spanish-speaking children are continuing into junior high school.

A D N 3. A higher proportion of Spanish-speaking children are continuing into senior high school.

A D N 4. A higher proportion of Spanish-speaking children are continuing into college.

A D N 5. More Spanish-speaking adolescents and young adults are taking advantage of business or trade educational opportunities.

A D N 6. The general level of health of the Spanish-speaking community is improving.

A D N 7. A higher proportion of Spanish-speaking children are receiving immunizations against specific diseases (e.g. polio, smallpox, diptheria, etc.)

A D N 8. A higher proportion of Spanish-speaking mothers are receiving prenatal care.

A D N 9. Fewer Spanish-speaking people are finding it necessary to rely on public clinic and hospital facilities?

A D N 10. There are more opportunities for good housing for Spanish-speaking people.

A D N 11. A higher proportion of Spanish-speaking people own (or are buying) homes.

A D N 12. The quality of housing of Spanish-speaking people has improved.

A D N 13. Houses occupied by Spanish-speaking people are, generally, less crowded than they were.

A D N 14. It is easier than before for a Spanish-speaking family to live anywhere they wish.

A D N 15. There is less self-segregation in the residential distribution of Spanish-speaking families.

A D N 16. Family incomes are generally up among the Spanish-speaking group.

APPENDIX C

Observations Regarding Changing Status of Spanish-Speaking Groups in Denver

1. Has your organization known about the activities of the City-School Project for Work Among the Spanish-Speaking People, under this or any other name?

   Yes _____ No _____

2. If you know of the project when did you first learn about it?

   1953 ____; 1954 ____; 1955 ____; 1956 ____; 1957 _____

3. Has your organization participated in or collaborated with the project in any way? Yes ____ No _____

3a. (If yes) In what way?

3b. To the best of your knowledge has your program been influenced by the activities of this project? Yes ____ No _____

3c. (If yes to 3b) In what way?

4. Has your organization used the services of Mr. Lopez in any way during the time he has been active in this Project? Yes ____ No_____

4a. (If yes) How often? Frequently ____; Occasionally ____; One or two times ____.

4b. (If 4 answered yes) In what way? Speaker ____; Consultant _____; Counselor ____; Other _____. (If "other" is checked, please say specifically what the service was.)

5. In general, how has your organization felt about the program undertaken by the Project? Satisfied with it ____; Dissatisfied with it _____; Like some features, dislike others ____; No opinion _____.

6. Recognizing that the Project has limited resources and facilities with which to work, what would your organization like to see it emphasize in the future? Please mark in order of preference, 1, 2, 3, etc.

   More work with existing organizations _____
   More emphasis on the development of new organizations _____
   More work directly with families_____
   Other (please specify) _____

Signature _____
Organization _____